



Special Education Needs & Disabilities Information

Report 2024-24

As we grow with God, we learn from each other

<p>Current school overview</p>	<p>St. Dunstan’s currently has 328 pupils on role from Reception to Year 6. An additional 18 children attend the school nursery.</p> <p>There are currently 41 children on the Special Educational Needs and/or Disability (SEND) record from Reception to Year 6, with a range of needs from universal to specialist.</p> <p>2 children from Reception to Year 6 (0.6%) have an EHCP and 39 children (11.89%) have SEN support.</p> <p>Currently, 1 child (0.3%) has a SEND Support Provision Plan (SSPP).</p> <p>In primary schools in England, 2.5% of pupils have an EHC plan and 13.5% have SEN support. (July 2023)</p> <p>Currently, 18.0% of the Birmingham Pupil Population have an EHCP or are receiving SEN support.</p>
<p>What type of SEND do we provide for?</p>	<p>At St Dunstan’s Catholic Primary School, we support children with a variety of differing special educational needs and disabilities and we pride ourselves on being an inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following four broad areas in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health difficulties • Sensory and Physical needs.
<p>How do we identify and assess pupils with SEND?</p>	<ul style="list-style-type: none"> • When pupils have an identified special educational need or disability, before they join St Dustan’s Catholic Primary School, we work very closely with the people who know them best; their parents. This helps us to best identify any possible barriers to learning which may exist and/or accessibility issues and plan appropriate support strategies. • If you tell us that you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, although sometimes we seek advice from more specialised services such as Educational Psychology, Pupil and School Support or Speech Therapy. We always share our findings with you and the next steps we need to take to support your child.



- If teachers feel that your child has a special educational need, they will discuss this with you in a timely manner. Discussions will also take place between the class teacher and the SENDCo.
- The class teacher and SENDCo will then work together to put specific targets in place for your child to work towards. Your child will have approximately 6 weeks to meet these targets. On review, we will discuss how your child has got on with yourselves and then what the plan is moving forward.
- If your child meets the targets, the intervention will continue with new targets.
- If your child does not meet the targets, we will discuss the options with you. These may involve: putting new targets in place, altering the intervention or the possibility of involving some external support – you will be asked to give your consent for another professional to be involved.
- The outside agency will be contacted by the SENCo and they will visit the school to observe and assess your child, a report will follow with recommendations outlining targeted and /or specialist support. A copy of this report will be given to you and the person writing the report may also be invited to attend the next review and discuss their recommendations.
- Additionally, targeted interventions may be put into place to support your child. We use the graduated approach of ‘**assess, plan, do, review**’ across all interventions to measure impact and ensure each child is receiving the best possible education. We set individual targets for children who require interventions and monitor progression on the software **Insight Online Pupil Tracking**. This information will be shared with you.
- The plan, do, assess, review model will continue for as long as is needed to support your child in the classroom.
- There is a single school based category of SEND provision called ‘SEND School Support’. Children needing support are supported through the Graduated approach model: Step 1: **Universal Provision**, Step 2: **Targeted Support** and Step 3: **Specialist Support**.
- ‘**Targeted and Specialist Support**’ will be monitored by the SENCo and class teacher; progress will be discussed at the end of each cycle of plan, do, assess and review. You will be invited to the ‘SEN School Support’ review meeting to discuss next steps and the level of support needed. Where the needs are severe and persistent the SENCo will discuss with you whether or not your child would benefit from a SEND Support Provision Plan or an Educational Health Care Plan. With your consent and input and with support from the outside agencies a Team Around the Child (TAC) meeting will be held. At this meeting, you will hear reports from the professionals involved and a decision will be made to put a SEND Support Provision Plan in place or request an EHC Plan from the Local Authority (SENAR). This is a Statutory Assessment of Needs.
- The school (or you) can request that the Local Authority SENAR Team carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.



	<ul style="list-style-type: none"> • After the reports have all been sent in, the ‘Panel of Professionals’ will decide if your child’s needs are severe, complex and lifelong. If this is the case they will write an Education, Health & Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of “SEN School Support” • If the request for an EHC Plan is successful, the plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. • Each term, children are formally assessed and data is recorded. Attainment and progress is then analysed against children’s targets and is discussed during pupil progress meetings with teachers and at consultation meetings with parents. We hold SEN School Support Review meetings three times a year; at the meetings parents have the opportunity to discuss concerns with the SENDCo. • Children with SEND are identified and teaching is adapted to suit the needs of the individuals wherever possible. • If your child has a specific need we will use an assessment tool/ tracker to support them and identify clear next steps for them to work towards. We currently use the Birmingham Continuums and the AET Framework. • We gather views of parents and carers at our parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress. The SENDCo is always available to attend these meetings alongside teachers or alternatively, an appointment can be made to discuss the provision your child is receiving at school.
<p>Who is our Special Educational Needs and Disability Coordinator (SENDCo) and how can she be contacted?</p>	<ul style="list-style-type: none"> • Mrs Charlotte Fowler • Please visit the school office • Or contact on 0121 464 4648 • Or email at enquiry@stdunstans.bham.sch.uk
<p>What is the role of the SENDCo?</p>	<p>The SENDCo’s Role is outlined in the Code of Practice 2015:</p> <ul style="list-style-type: none"> • To ensure that all children with SEN are identified and supported in school and records of the support provided are maintained • To provide an up to date policy for SEN School Support • To co-ordinate training and specialist support for staff • To monitor the progress and attainment of pupils with SEN • To ensure appropriate resources are available for staff and pupils • To liaise with professional support agencies who will work with children and families in school • To ensure that all pupils have equal access to facilities, services, resources and opportunities while at school



	<ul style="list-style-type: none">• To ensure appropriate information sharing with agencies working to support the child, young person and family• When appropriate seeking consent and advise from other professionals before referring pupils for SEND Support Provision Plans or EHC Plans and support the process of ensuring wrap around provision from 0-25 for pupils who need it• To work with parents so that they are informed about their child's progress, are aware of what support they are receiving and where to go for more assistance.• To ensure on secondary transfer at the end of Year 6 Person Centred Review Meetings take place to support transition.
What is our approach to teaching pupils with SEND and how do we adapt the curriculum and learning environment?	<ul style="list-style-type: none">• In the Early Years Foundation Stage, we plan and track progress using the Statutory framework from the early years foundation stage. In Key Stage 1 and 2 we use the National Curriculum.• Children are largely taught alongside their peers in mixed attainment classes. Teachers constantly adapt their high quality teaching in order to cater to pupils' needs but plan individual learning sequences when necessary. When appropriate, staff are strategically deployed to deliver additional small group interventions outside of the main classroom.• Teaching is based on clear objectives, shared with the children and returned to at the end of the lesson. Lessons are lively and interactive and adults use a variety of teaching styles to ensure our children with SEND reach their full potential. All staff are trained in a range of research based SEND approaches, meaning we are able to cater for all areas of SEND. These strategies include: visual timetables, task boards, flexible grouping, positive behaviour systems, word banks, scaffolding, self and peer assessment strategies and marking.• Staff are trained in interventions for reading, writing, maths and speech and language. ICT software packages are also used to support interventions.• Specialised support is provided from external professionals such as the Educational Psychologist, Communication and Autism Team and Pupil School Support.• Under the Equality Act, Schools are required to make sure that all reasonable adjustments are anticipated and made to ensure equality of access to our services for pupils with SEN. As part of this duty we are required by law to ensure that auxiliary aids and services are provided where necessary for pupils with disabilities. As part of our compliance with the Equality Duty we set an annual Equality target to monitor our inclusive practice.
Who can young people and parents contact if they have concerns or a complaint?	<ul style="list-style-type: none">• Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our SENDCo is here to listen to your concerns. If you are not satisfied that your concern has been addressed, then you may speak to the Head teacher Mr Tehan.
What is the LA's local offer and where can it be found?	<ul style="list-style-type: none">• In line with the Children and Families Act 2014, Local Authorities publish and regularly review information and services they provide for children and young people who have Special Educational Needs and Disabilities.



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| | <ul style="list-style-type: none">• The services provided by the Local Authority are accessible to children and young people aged 0 – 25.• The Birmingham Local Authority Local Offer can be found at https://www.localofferbirmingham.co.uk/ |
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